



Received: October 13, 2025

Revised: March 29, 2026

Accepted: April 9, 2026

Developing an Innovative Manual for English Product Label Design with
Canva and Google Translate: A Case Study of Na San Subdistrict,
Phra Phrom District, Nakhon Si Thammarat

Jiraporn Sukkrong*

Viyada Promchitta

Jittima Damrongwattana

Kanaporn Kaewkamjan

Faculty of Humanities and Social Sciences, Nakhon Si Thammarat Rajabhat University

Yodfah Ratmanee

Faculty of Science and Technology, Nakhon Si Thammarat Rajabhat University

*Corresponding Author E-mail: jiraporn_suk@nstru.ac.th

Abstract

This study employed a research and development (R&D) approach. The objectives were to: 1) develop an innovative manual for English product label design using Canva and Google Translate; 2) evaluate the quality and appropriateness of the manual; and 3) examine its effectiveness through a workshop, participant satisfaction, and Social Return on Investment (SROI) analysis. The population consisted of local producers in Na San Subdistrict, with a purposive sample of 58 participants. Research instruments included a needs assessment survey, the developed manual, expert evaluation forms, a satisfaction questionnaire, and SROI analysis tools. Data were collected through questionnaires, interviews, expert validation, and a one-day workshop. Data analysis employed descriptive statistics (mean, percentage, and standard deviation), pre- and post-comparisons, qualitative feedback, and SROI calculations.

The results indicated that the manual achieved a very high-quality rating from experts ($M = 4.72$, $SD = 0.43$). Following the training, 93.1% of participants were able to design English product labels, and 86.2% reported increased confidence. Satisfaction with the manual was at a very high level ($M = 4.71$, $SD = 0.40$). Qualitative findings revealed that participants felt proud of their achievements. The SROI ratio was 1:3.25, indicating cost-effectiveness and strong social and economic value. The innovation enhanced ESP and digital literacy skills, empowered local producers, and provided a sustainable model for community product development.

Keywords: Innovative manual; English product labels; Canva; Google translate; Community development

Introduction

Community-based product development plays a vital role in strengthening grassroots economies while preserving local identity. Products derived from local wisdom—such as vegetables, traditional foods, and snacks—carry cultural value and commercial potential. In alignment with Thailand's Bio-Circular-Green (BCG) Economy Model and national strategies for sustainable development (Office of the National Economic and Social Development Council, 2021), innovation and digital platforms are prioritized to enhance competitiveness and inclusive growth. Similarly, recent policies emphasize upgrading OTOP and SME products to meet international standards (Ministry of Commerce, 2022).

Despite strong policy support, many local producers lack knowledge of standardized labeling and adequate English proficiency, both of which are essential for online marketing and global trade (Guerrero, Belmonte, Marín-Marín, & Costa, 2020; Kotler & Keller, 2022). Product labels function not only as informational tools but also as strategic marketing instruments that influence consumer trust and purchasing decisions. The absence of English labeling limits opportunities for broader market access and reduces competitiveness.

Digital tools provide practical solutions to these challenges. Canva enables non-designers to create professional-quality visual materials (Chiu, 2023), while Google Translate supports English



content generation when combined with structured vocabulary and contextual editing practices (Dahal, 2024). The integration of such tools contributes to the development of English for Specific Purposes (ESP) and digital literacy competencies, which are critical for sustainable community development (Sharadgah & Sa'di, 2022).

In Na San Subdistrict, Phra Phrom District, most local producers rely solely on Thai-language labels due to limited business English and design skills. Needs assessment interviews revealed that over 80% had never created English product labels and struggled with standardized vocabulary. These findings underscore the urgent need for accessible and structured instructional support.

Although research has explored digital transformation, AI in education, and ESP instruction (Sharadgah & Sa'di, 2022; Chiu, 2023), language training and digital design are often examined separately. Studies on digital branding and bilingual communication emphasize glocalization and market adaptation (Guerrero, Belmonte, Marín-Marín, & Costa, 2020; Jia, 2022), yet few integrate step-by-step design frameworks with systematic linguistic guidance tailored to community producers. Moreover, most intervention studies focus on learning outcomes without incorporating broader social impact evaluation frameworks such as Social Return on Investment (SROI).

Therefore, a clear research gap exists in developing and empirically validating an integrated, impact-oriented instructional model that simultaneously addresses linguistic accuracy, digital design competence, and measurable socioeconomic value in authentic community contexts. This study addresses this gap by designing and evaluating an innovative manual that combines ESP principles, Canva-based design instruction, AI-assisted translation support, and SROI analysis within a real-world community setting.

Research Objectives

The objectives of this study were as follows:

1. To develop an innovative manual for English product label design using Canva and Google Translate for local producers in Na San Subdistrict.
2. To evaluate the quality and appropriateness of the manual by experts in English, design, and marketing fields.
3. To examine the effectiveness of the manual through workshops, participant satisfaction, and Social Return on Investment (SROI) analysis.

Research Methodology

This study employed a research and development approach following the framework proposed by Borg & Gall (1989), which emphasizes systematic development, expert validation, and field testing. While this framework remains foundational in instructional development research, it was interpreted in light of contemporary perspectives on educational design research and innovation (McKenney & Reeves, 2020; Kali et al., 2023). The ADDIE model (Molenda, 2003) was adopted as the instructional design framework to guide the creation of the manual. The process involved analyzing producers' needs, designing and developing the manual with expert input,



implementing it through a one-day workshop, and evaluating its effectiveness and social value through satisfaction measures and SROI analysis.

Population and Sample

The population comprised local producers in Na San Subdistrict, including vegetable growers, food processors, and snack makers. A purposive sample of 58 producers was selected based on the following criteria: (1) actively producing and selling community-based products, (2) being responsible for or involved in packaging and labeling, (3) willingness to participate in the one-day workshop and complete all research instruments, and (4) intention to develop English or bilingual product labels for marketing purposes. Participation was voluntary, and written informed consent was obtained before data collection.

Research Instruments

The instruments included a needs survey conducted through questionnaires and interviews, an innovative manual developed to guide label design with Canva and Google Translate, expert evaluation forms completed by specialists in English, graphic design, and marketing, a satisfaction survey using a five-point Likert scale, and SROI analysis tools.

Quality Testing of Instruments

The content validity of the instruments was confirmed by experts ($IOC = 0.67-1.00$), and the reliability of the satisfaction survey was high (Cronbach's Alpha = 0.89).

Data Collection Procedure

The research procedure began with a needs assessment through questionnaires and interviews. This was followed by the development of the manual, which included sections on English vocabulary and phrases commonly used in labels, design steps with Canva, and guidelines for using Google Translate effectively. The manual was then evaluated by experts to ensure its accuracy and practical usefulness. After validation, a one-day workshop was conducted, which included lectures, demonstrations, hands-on practice, and presentations by participants.

Data Analysis

Data were analyzed through descriptive statistics including mean, standard deviation, and percentages, alongside comparisons of pre- and post-training outcomes. Qualitative feedback was analyzed thematically, focusing on aspects such as ease of use, relevance, and applicability. The SROI analysis calculated the ratio of social and economic returns to investment, with a ratio greater than 1 indicating cost-effectiveness.

Findings

The study revealed several key findings. Most producers (86.2 percent) reported no prior experience in designing English product labels. A significant proportion (79.3 percent) expressed a need for a manual that provided standardized vocabulary and step-by-step guidance. Moreover, 82.7 percent of producers showed strong interest in learning to use Canva and Google Translate for product label design. These findings highlighted the urgent need for a practical, easy-to-use tool.





Figure 1 The example of the Innovative Manual for English Product Label Design with Canva and Google Translate

Source: Sukkrong, Promchitta, Damrongwattana, Kaewkamjan & Ratmanee (2025)

Finding 1: Results of Developing the Innovative Manual

The innovative manual developed as part of this research comprises a 45-page practical guide available in print and PDF formats. It includes three main sections: 1) Standard English Vocabulary and Expressions for Product Labels-providing over 120 frequently used words and phrases (e.g., Ingredients, Expiry Date, Handcrafted, Storage Instructions) with Thai translations and usage examples. 2) Label Design Procedures Using Canva-presenting step-by-step illustrated instructions for template selection, color and font customization, and layout organization. 3) Effective Use of Google Translate – guiding users in editing and refining English text for marketing appropriateness and cultural accuracy. Each section includes practice activities and a Label Quality Checklist to ensure application and self-assessment. The manual thus fulfills the first research objective by producing a concrete, user-centered tool designed for real-world community use.

Finding 2: Quality Evaluation of the Manual by Experts

Five experts in English, design, and marketing evaluated the developed manual. The overall quality was rated at a very high level ($M = 4.72$, $SD = 0.43$).

Table 1 Expert Evaluation of the Manual ($n = 5$)

Aspect	Mean (M)	SD	Interpretation
Content accuracy	4.65	0.48	Very High
User appropriateness	4.72	0.41	Very High
Practical usefulness	4.80	0.39	Very High
Overall	4.72	0.43	Very High



As shown in Table 1, the manual achieved high scores in all aspects, with the highest in “Practical Usefulness” (M = 4.80). This demonstrates that the manual is functional, easy to understand, and contextually appropriate for local producers, aligning with Borg & Gall (1989) R&D principle emphasizing applicability and usability in authentic contexts.

Finding 3: Effectiveness of the Manual Through Workshop, Satisfaction, and SROI

1. Workshop Results: A one-day workshop was conducted with 58 participants. Most producers (93.1%) successfully designed English product labels after training, and 86.2% reported increased confidence.

Table 2 Workshop Results on English Product Label Design (n = 58)

Item	Number (n)	Percentage (%)
Total participants	58	100.0
Successfully designed English labels	54	93.1
Labels rated credible/appropriate	52	89.6
Reported increased confidence	50	86.2

Table 2 indicates that nearly all participants could design English labels effectively, suggesting that the manual and workshop contributed significantly to both practical skills and learner confidence.

2. Pre- and Post-Training Comparison

Table 3 Comparison of Pre- and Post-Workshop Outcomes (n = 58)

Item	Before Training (%)	After Training (%)	Change
Never designed an English label	86.2	–	–
Able to design an English label	–	93.1	+93.1
Confidence in label design	13.8	86.2	+72.4

Table 3 presents a comparison of pre- and post-workshop outcomes. The results indicate a marked improvement in participants’ skills and confidence. Before the training, 86.2% of participants reported no prior experience in designing English labels. Following the workshop, 93.1% were able to design English labels effectively. Moreover, confidence in label design increased from 13.8% to 86.2%, representing a substantial gain of 72.4%. These findings suggest that the training program was highly effective in enhancing both practical skills and self-confidence.

3. Social Return on Investment (SROI) Analysis

Table 4 SROI Analysis

Item	Amount (THB)
Total investment cost	141,637
Social and economic returns	460,320
SROI ratio	1:3.25

Table 4 illustrates the Social Return on Investment (SROI) analysis of the project. The total investment cost was calculated at 141,637 THB, whereas the combined social and economic returns were estimated at 460,320 THB. The resulting SROI ratio of 1:3.25 suggests that each baht



invested generated approximately 3.25 baht in return. This substantial return reflects the project's efficiency in resource utilization and its capacity to deliver meaningful social and economic impact, particularly in enhancing local production capabilities and income opportunities.

4. Participant Satisfaction

Table 5 Satisfaction with the Manual and Workshop (n = 58)

Aspect	Mean (M)	SD	Interpretation
Appropriateness of workshop	4.75	0.39	Very High
Usefulness of the manual	4.70	0.42	Very High
Overall satisfaction	4.71	0.40	Very High

Table 5 shows consistently high satisfaction across all dimensions, especially for the workshop format (M = 4.75). This underscores that the manual and its implementation were well-designed, engaging, and met the participants' real needs for English product label development.

Qualitative feedback: Qualitative data reinforced the quantitative findings. Participants reported that Canva was easier than expected and that the standardized vocabulary reduced uncertainty in writing English labels. One participant noted, "I never thought I could design an English product label by myself," while another stated that the vocabulary examples helped avoid guessing. Many also expressed increased confidence and pride, indicating the manual's practical and motivational impact.

Overall, the manual successfully fulfilled all three research objectives: it addressed local needs (Objective 1), achieved very high expert-rated quality (Objective 2), and demonstrated effectiveness through training outcomes and participant satisfaction (Objective 3). The SROI ratio confirmed measurable social and economic value, while the integration of ESP and digital literacy skills provided a sustainable model for community-based product development.

Discussion

The present study developed and evaluated an innovative manual for English product label design using Canva and Google Translate in a real-world community context. The findings indicate that integrating structured vocabulary guidance, step-by-step digital design instruction, and AI-assisted translation effectively enhances English for Specific Purposes (ESP) competence and digital literacy among local producers.

In relation to Research Objective 1, the successful development of the 45-page manual confirms the applicability of research and development methodology in community-based innovation. While grounded in the foundational framework of Borg & Gall (1989), the study reflects contemporary educational design principles emphasizing contextual responsiveness and user-centered development (McKenney & Reeves, 2020). The intervention also aligns with Vygotsky's (1978) situated learning theory, as participants acquired skills through authentic, task-based activities. Recent scholarship highlights the importance of iterative, impact-oriented digital innovation in educational contexts (McKenney & Reeves, 2020; Holmes, Bialik, & Fadel, 2022), and digital literacy is increasingly recognized as central to sustainable community empowerment (Van



Laar, Van Deursen, Van Dijk, & De Haan, 2020). By integrating Canva-based design, AI-assisted translation, and Social Return on Investment (SROI) evaluation, the study advances a holistic and socially responsive instructional model.

Regarding Research Objective 2, expert evaluation confirmed the manual's very high quality ($M = 4.72$, $SD = 0.43$), with the highest rating in practical usefulness ($M = 4.80$). These findings demonstrate that the manual met professional standards of clarity, appropriateness, and functionality. Consistent with Chiu (2023) and Sharadgah & Sa'di (2022), digital and AI-supported tools can empower learners when integrated within structured pedagogical frameworks. Canva functioned as a cognitive scaffold that reduced technical barriers, while Google Translate provided accessible linguistic support that enhanced metalinguistic awareness. Thus, expert validation reinforces the manual's pedagogical credibility and practical value.

Concerning Research Objective 3, the significant improvement in participants' ability to produce English product labels aligns with empirical research in technology-enhanced language learning (Yu, Garcia, & Soto-Varela, 2023). Studies have shown that structured digital interventions increase engagement, skill transferability, and confidence (Hadi, Izzah, & Paulia, 2021), and strategic use of Google Translate yields positive outcomes when accompanied by contextual editing (Orfan, 2023). From a digital literacy perspective, applied digital competence contributes directly to economic participation and branding development (Van Laar, Van Deursen, Van Dijk, & De Haan, 2020). The bilingual presentation of labels also reflects principles of glocalization in international marketing communication (Guerrero, Belmonte, Marín-Marín, & Costa, 2020; Jia, 2022), enabling local producers to expand market reach while preserving cultural identity.

The integration of SROI analysis further strengthens the study's contribution by extending evaluation beyond learning outcomes to measurable socioeconomic impact. As contemporary innovation frameworks increasingly emphasize accountability and evidence-based assessment (Holmes, Bialik, & Fadel, 2022) the SROI ratio of 1:3.25 demonstrates both instructional effectiveness and sustainable community value.

Qualitative feedback revealed psychosocial gains, including empowerment, motivation, and pride. Participants' expressions of confidence in independently creating English product labels indicate deeper identity-based learning and agency. Together, the quantitative and qualitative findings confirm that the manual fulfilled Objective 3 by delivering educational effectiveness, social relevance, and long-term sustainability.

Recommendations

Practical Recommendations

1. The manual should be extended to other OTOP groups and community enterprises to standardize English labeling practices.
2. Follow-up workshops or mentoring should reinforce vocabulary accuracy, design quality, and marketing language use.



3. A shared digital vocabulary bank and quality checklist should support consistency and independent revision.

4. University–community service-learning partnerships should provide ongoing technical and linguistic assistance.

Policy Recommendations

1. Local and provincial agencies should integrate English labeling and digital design training into product upgrading programs.

2. Higher education institutions should embed digital literacy and AI-assisted tools in community outreach initiatives.

3. Publicly funded projects should adopt SROI or similar impact evaluation frameworks.

4. National SME and OTOP strategies should prioritize bilingual labeling and digital branding for global competitiveness.

Recommendations for Future Research

1. Longitudinal studies should assess long-term skill sustainability.

2. Corpus-based analysis may examine lexical and glocalization patterns in community labels.

3. Comparative studies can explore contextual influences across regions or product types.

4. Experimental designs should further validate instructional effectiveness.

5. Future research may investigate advanced AI tools for branding and automated design support.

Acknowledgments

This research was supported by the *Rajabhat University Strategic Project for Local Development, Nakhon Si Thammarat Rajabhat University, Fiscal Year 2025*. The researcher sincerely thanks the producers of Na San Subdistrict for their participation, the experts for their valuable feedback, and the local administrative organization for its kind cooperation.

References

- Borg, W. R. & Gall, M. D. (1989). *Educational research: An introduction* (5th ed.). New York: Longman.
- Chiu, T. K. (2023). The impact of generative AI (GenAI) on practices, policies, and research direction in education: A case of ChatGPT and Midjourney. *Interactive Learning Environments*, 32(10), 1-17. <https://doi.org/10.1080/10494820.2023.2253861>
- Dahal, N. (2024). How can generative AI (GenAI) enhance or hinder qualitative studies? A critical appraisal from South Asia, Nepal. *The Qualitative Report*, 29(3), 722–733. <https://doi.org/10.46743/2160-3715/2024.6637>
- Guerrero, A., Belmonte, J., Marín-Marín, J. & Costa, R. (2020). Scientific development of educational artificial intelligence in Web of Science. *Future Internet*, 12(8), 124. <https://doi.org/10.3390/fi12080124>



- Hadi, M. S., Izzah, L. & Paulia, Q. (2021). Teaching writing through Canva application to enhance students' writing performance. *JOLLT Journal of Languages and Language Teaching*, 9(2), 228-236. <https://doi.org/10.33394/joltt.v9i2.3533>
- Holmes, W., Bialik, M. & Fadel, C. (2022). *Artificial intelligence in education: Promises and implications for teaching and learning*. UNESCO. Retrieved 2023, January 2, from <https://unesdoc.unesco.org/ark:/48223/pf0000376709>
- Jia, Y. (2022). Exploratory research on the practice of college English classroom teaching based on the internet and artificial intelligence. *Security and Communication Networks*, 2022(1), 1-9. <https://doi.org/10.1155/2022/7133654>
- Kotler, P., & Keller, K. L. (2022). *Marketing management* (16th ed.). England: Pearson.
- McKenney, S., & Reeves, T. C. (2020). *Educational design research* (2nd ed.). New York: Routledge.
- Ministry of Commerce. (2022). *Nayobai kan phatthana sintha OTOP lae SME su maatthan thang sethakit antara chat* (Policies for upgrading OTOP and SME products to international standards). Bangkok: Ministry of Commerce. (in Thai)
- Molenda, M. (2003). In search of the elusive ADDIE model. *Performance Improvement*, 42(5), 34-37. <https://doi.org/10.1002/pfi.4930420508>
- Orfan, S. N. (2023). Undergraduate English students' use of Google Translate in Afghanistan. *International Journal of Web-Based Learning and Teaching Technologies*, 18(1), 14 <https://doi.org/10.4018/IJWLTT.332398>
- Sharadgah, T. A., & Sa'di, R. A. (2022). A systematic review of research on the use of artificial intelligence in English language teaching and learning (2015–2021). *International Journal of Education and Development Using Information and Communication Technology*, 18(1), 123-139.
- Van Laar, E., Van Deursen, A. J. A. M., Van Dijk, J. A. G. M., & De Haan, J. (2020). Determinants of 21st-century digital skills: A large-scale survey among working professionals. *Computers in Human Behavior*, 100, 93-104. <https://doi.org/10.1016/j.chb.2019.06.017>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- Yu, X., Garcia, M. A. G., & Soto-Varela, R. (2023). Are educational robots any good for communicative English learning for primary school students?. *Revista Brasileira de Estudos Pedagógicos*, 104(268), 189-208. <https://doi.org/10.1590/1983-3652.2023.41469>

Authors

Dr.Jiraporn Sukkrong

Faculty of Humanities and Social Sciences, Nakhon Si Thammarat Rajabhat University
No. 1 Village 4, Ta Ngio Subdistrict, Mueang District, Nakhon Si Thammarat Province 80280
Email: jiraporn_suk@nstru.ac.th



Assistant Professor Viyada Promchitta

Faculty of Humanities and Social Sciences, Nakhon Si Thammarat Rajabhat University
No. 1 Village 4, Ta Ngio Subdistrict, Mueang District, Nakhon Si Thammarat Province 80280
Email: viyada_pro@nstru.ac.th

Assistant Professor Dr.Jittima Damrongwattana

Faculty of Humanities and Social Sciences, Nakhon Si Thammarat Rajabhat University
No. 1 Village 4, Ta Ngio Subdistrict, Mueang District, Nakhon Si Thammarat Province 80280
Email: jittima_dam@nstru.ac.th

Assistant Professor Kanaporn Kaewkamjan

Faculty of Humanities and Social Sciences, Nakhon Si Thammarat Rajabhat University
No. 1, Village 4, Tha Ngio Subdistrict, Mueang District, Nakhon Si Thammarat Province 80280
E-mail: kanaporn_kae@nstru.ac.th

Dr.Yodfah Ratmanee

Faculty of Science and Technology, Nakhon Si Thammarat Rajabhat University
No. 1 Village 4, Ta Ngio Subdistrict, Mueang District, Nakhon Si Thammarat Province 80280
Email: yhodpha_rat@nstru.ac.th

